CHAPTER-2
REVIEW OF RELATED LITERATURE

2.1 Introduction:

Existing knowledge has three pillars like Preservation, dissemination and modernization. This will understand by continuous development of research work. As an investigator he has to compile research work, organized it in proper way, which would be done previously and develop his further study. For all this stated work researcher has to get equip and up to date with his research area. The first step of this work is literature search and review. Literature review deals with organised reviews of related researcher conducted on the elementary education. The word "Literature review" consists from two different words like literature and review. Basically "literature" word means written works or published works in various languages like Hindi, English, and Sanskrit etc. "Review" Re+View means study or evaluate or examine the things. Here, literature review means compiled and organized research review related to study by investigator. In this study the terms literature review covers the information related to specific areas of research and its disciplinary works like primary education, efficiency, effectiveness etc. This includes theory as well as surveys conducted on the primary education.

2.2 Related Literature on Elementary Education:

Keeping in view the need and importance of the review of the related literature, the investigator has gone through various studies in this area. Hence, there is a vast literature on elementary education and its efficiency in the Indian context, there is a still a wider literature if we consider the international scenario. It is very difficult and time consuming matter to survey all the existing writings on this subject. Thus, investigator has covers selected articles and study in this area that would help to highlight research purpose.

These research reviews for ease of understanding have been categorized into following categories:

- Studies based on efficiency, effectiveness and quality in elementary school
- Studies based on institutional and academic culture in elementary school
- Studies based on physical facility, academic facility in elementary school
- Studies based on support system: like incentives, mid day meal etc.
- Studies based on community participation in elementary school

- Studies based on job satisfaction among teacher
- Studies based on academic achievement of students in elementary school

2.3 Studies Based on Efficiency, Effectiveness and Quality in Elementary Education:

Nurul Islam, A.K.M, (1983) conducted a study of some factors effecting the growth of free universal compulsory primary education in Bangladesh since 1947. The study was aimed at (i) finding out some basic factors which effected the effective growth of universal compulsory primary education in Bangladesh since1947, (ii) finding out ways and means to improve upon the existing primary education system, and (iii) designing workable plan for introducing and implementing free compulsory primary education as a time bound programme. The major findings were; 1.The factors which hampered the proper growth of universal compulsory primary education in Bangladesh were poverty and illiteracy of parents and guardians; in adequate class room accommodation and physical facilities in primary schools, inadequate number of trained teachers and number of schools; lack of furniture, lack of health and sanitary conditions and lack of cooperation between the government and the local people. 2) Hypotheses regarding trained teachers and participation of local people could not be confirmed.

Buch, M.B. (1988) conducted a study on "A study of family back- ground, variables, some motivational variables cognitive characteristics and the school performance of the primary school children Independent study Baroda: society for Educational Research and Development". The study found that Children from nuclear families were more field-independent as compared to their counterparts from joint families. Age, gender, father's occupation, mother's occupation and family size were not significant variable for school performance. Children with a larger number of siblings were more field-independent in their cognitive style. The inter-correlation matrix revealed that school performance was significantly related to only four of the eleven variables examined, viz. cognitive, style, father's education, number of siblings and achievement motivation of these, the relationships to cognitive style and father's education were statistically significant. Achievement motivation showed a negative correlation with eight of the 11 variables. Academic motivation was significantly related to three variables viz. age number of siblings and family size. Multiple regression analysis, with school performance as the

criterion variable, reviewed that the 11 independent variables could together explain only 17% of the variance in school performance. (SRA 1122)

Fyans and Martin (1990) studied effectiveness of five dimensions of school culture: academic challenges, comparative achievement, and recognition for achievement, school community and perception of school goals. In a survey of 16,310 students of fourth, sixth, eighth, and tenth grade from 820 public schools in Illionos, the data supported the proposition that students were more motivated to learn in school with strong cultures.

Sathyabalan, V. (1993) studied the effectiveness of Primary Education in Rural Areas of Tamil Nadu and assessed the need for facilities such as number of schools, number of teachers and essential facilities. He also determined available facilities for primary education, their adequacy and the extent of their utilization. It was found that the availability of the number of schools and teachers indicate the consistent increase in their number, but the increase is not commensurable to the actual need. It is also evident from the district level and taluka level analysis of data on availability and adequacy of facilities that backward districts and taluka do not receive any preferential treatment while making the facilities available.

Sharma, S. (1995) The study explored the equality of education opportunities at primary education level in Udaipur Division. The study indicates that Eight percent rural, and 5.1% tribal schools were not at all inspected. No urban school remained uninspected. Highest percentage of tribal schools faced problems related to students as compared to rural and urban schools. Disobedience of Headmaster was many times more in tribal schools than in rural and urban school teachers. Tribal schools were at a disadvantage with regard to the number of female teachers who were supposed to be more affectionate with younger children. Higher percentage of urban teachers participated in different service education programmes as against rural and tribal teachers. Highest percentage of tribal pupils found their teachers indifferent and punitive; 8 percent of urban and sizeable percent of rural pupils held the same perception. Highest percentage of urban teachers had a negative attitude towards teaching profession.

Geeta Gandhi kingdom (1996) analyses the quality and efficiency of private and public education; a case study of urban India. The findings from the case study of Uttarpradesh

suggest that popularity of free charging private schools in India is explained by their superior quality. Government and private aided schools are similar in their cost efficiency by compare unfavorable with private un- aided schools. This suggests that quality and cost efficiency of Government funded schools needs to be greatly improved.

Sharma, N. (1996) made an attempt to examine Cost-effectiveness of government primary schools in a sample of 22 urban schools of Jorhat town. Cost-effectiveness of the individual schools was computed as a ratio of unit cost to effective cost. Here effective cost is the ratio of total recurrent expenditure in the year to the total pass out in that year. It was found that average unit cost of sampled schools was Rs.2461. The size of schools and teacher pupil ratio were the major influencing factors of unit cost. Highest percentage of recurrent expenditure was on the salary of teachers. 83.36 percent schools were running below 30 percent level of cost-effectiveness. No school was found to have 50 percent or more cost-effective level. Qualification of teachers was found to be positively related to the cost-effectiveness of schools. However, length of experience and training of teachers were not related positively at significant level with cost-effectiveness.

Abagi O. and Odipo G. (1997) studied efficiency of primary education in Kenya. This paper examines issues of efficiency in the primary level of education in Kenya. Primary data were collected from 120 purposively selected primary schools based in 12 Districts. Secondary data were collected from official documents within the Ministry of Education, Central Bureau of Statistics (CBS) and the Women's Bureau. This paper indicates that the operation of primary education system in Kenya faces the problem of inefficiency. Completion rates have remained very low (less than 50 per cent) for the last five years. Besides, national pupil-teacher ratio is also low, about 31:1. This study also indicates that teaching-learning time is not utilised efficiently in primary schools. Several factors are behind such inefficiencies. These include: Education policies and management processes , misallocation of resources to educational levels; school based factors – teachers attitudes, time utilisation, school environment; and household based factors - poverty, socio-cultural factors, and gender issues.

Lumpa D. K. (1997) found that differences in the level of educational effectiveness occur at the individual school level. The focus of the study was the interrelationship among principal effectiveness, school climate teacher empowerment and their potential impact on

teacher satisfactions and student satisfaction. The study found that significant relationship exists between the variables stated.

Mehrotra and DelaMonica (1998) conducted a study for analysis of the cost of primary education in five countries viz. Burkina Faso, Bhutan, Myanmar, Uganda and Vietnam and noted that high total cost countries were found to have low enrolment. High total costs resulted from high teacher wages. High private costs induced a large gender gap in outcome indicators and countries with high enrolments but low absolute public expenditure on education face serious difficulties in maintaining quality and ensuring completion of the primary cycle. Some policies aimed at reducing cost, raising more resources and increasing efficiency were also analysed.

ANTRIEP (2000) surveys results found that School autonomy is indeed on the agenda in a good number of countries, but stating from different rationales. Many participants pointed out that, so far, no clear linkage can be found between school autonomy and school efficiency. More important considerations in the policy towards school autonomy are probably an expectation that this would release additional resources and a general distrust of the efficiency of government initiatives. the question pointed out that which approach to follow when introducing school autonomy; should it follow an incremental strategy, with all the risks of obstruction attached, or should it be a radical move, with the accompanying risk of non-preparedness of main actors, the head teachers.

Tyagi, Yadav and Singh (2001) have analysed the efficiency of primary schools of Uttar Pradesh districts. This paper assesses the technical efficiency and efficiency differences among 348 elementary schools of Uttar Pradesh state in India by a linear programming based technique, Data Envelopment Analysis (DEA). They assessed the schools with eight inputs and three outputs. Inputs include school resources (teaching, physical and ancillary facilities, teachers' qualities) and home environment of schools' students (parents' education and occupation) while output comprise school wise average marks in environment studies, mathematics, language. In preparing these inputs and outputs, Principal Component Analysis is used. Mixing these input output, four models are used to analyze the performance of schools. All four models are based on the assumption of Constant Returns to Scale (CRS).

Chowdhury et. al. (2003) used field level data from Bangladesh to examine equity levels and trends in primary education including enrolment and quality of learning, focusing on equity for different genders, urban or rural, economic and ethnic groups. The study shows that while some disparity between girls and boys has been eliminated, girls are still far behind boys in terms of learning achievement. Children belonging to poorer families and ethnic minority groups lag behind the respective dominant groups in terms of both enrolment and learning achievement. At the same time, there have been some improvements for hitherto excluded groups such as rural girls and children of the poor. These changes are attributed mainly to 'positive discriminatory' steps taken by the government and non-government organisations in favour of such groups.

Hermann Z. and Horn D. (n.d.) studied the efficiency and effectiveness of Hungarian primary schools. The key question of the study is whether primary schools in small settlements are worse because of the schools' internal unobservable features, or because of external reasons such as the socio-economic status of the parents or the possibility of school choice that allows sorting. The paper uses individual level multinomial logit regressions with standard errors clustered on institutional level to compare the percentage of students continuing studies in academic, vocational secondary and vocational training schools; vocational secondary schools being the comparison category. In general, the article concludes that small settlement schools do not provide education of inferior quality, they are not worse than their larger city peers after adjusting for socioeconomic status and exogenous constraints, measured by distance from closest academic schools, yet the major gaps in unadjusted performances still call for major changes. Nevertheless proponents of primary school consolidation should not argue with quality differences. Additional results show that small settlements, towns under 10000 inhabitants with academic schools can assist their students better in entering academic schools, maybe by utilizing smallness and low constraints. Smallness most likely has its purported advantages, since small settlement schools can provide the same educational quality, even if we do not control for school-level features. The availability of school choice options, measured by the distance from the nearest academic school, increases the performance of schools. Finally, it is suggested either that larger, 6 or 8 year long academic schools with more qualified teachers perform better compared to "normal" 8 year long primary schools, an advantage that is counterbalanced by the smallness of the small settlements, or more probably that the

school level features proxy unobserved selection among schools, and larger settlements benefit more from this process than smaller ones.

Jeon and Shields (2005) examined the relative efficiency of public school education in the Upper Peninsula of Michigan using the data envelopment analysis (DEA). Despite the fact that the Upper Peninsula is a fairly homogenous region, great variations in the efficiency of education are found. In the second stage Tobit regression, several socioeconomic factors were included to explain the efficiency variations in the region. The median family income was found to be the most important factor to improve the efficiency of education in the Upper Peninsula of Michigan.

Mehta, Arun C. (2005) attempted to know the various aspects of elementary education in India with the help of DISE state specific data. Using such data for the year 2003 and 2004, student flow rates as well as indicators of internal efficiency of the primary school system were computed for 15 states including Assam. Reconstructed Cohort method was used to obtain the indicators of internal efficiency of the system. The co-efficient of efficiency was defined as the ratio of actual number of pupil years to the ideal number of pupil years. Ratio closer to one means the better internal efficiency. The average of 15 states indicates that, barring a few states, the majority of children in 2003 were promoted to the next grade across primary classes. On an average about 80.50 percent children were promoted to the next grade and no significant difference was noticed between boys (80.70 percent) and girls (80.30 percent). 87,4 and 89.3 promotion rates were recorded in Assam for male and female respectively which were higher than that of all states average. The primary school system of Assam was found to be less efficient as compared to that of Himachal Pradesh, Karnataka, Orissa, Tamil Nadu and Uttar Pradesh.

Kantabutra and Tang (2006) examined school efficiency in Northern Thailand. They assessed the efficiency of public secondary schools by using DEA. Class size and school size were used to explain urban and rural school efficiency scores. The study found that rural school is less efficient than urban schools.

Osokoya (2007) study determined the extent to which some home and school factors influence the transition of Nigerian pupils from the primary to secondary schools. The study adopted ex-post facto survey design as there was no direct control or manipulation

of the variables. The sample comprised 1080 students who were randomly selected from the two state of the federation. The pupils' parents, head teachers, class teachers were also involved in the project. The result showed that six variables contributed 53% altogether to the prediction of transition rate from primary to secondary education. The pupil : teachers ratio however made the largest contribution of 17%; followed by parents' education attainment 9.1%; learning resources available at school 8.06%, school location 7.6%, parents occupation 5.8% and education facilitates available at home 5.5% in that order.

Rassouli-Corrier (2007) examined the efficiency of the Oklahoma public school districts using two different specifications. Environmental variables and non-traditional inputs were included in the second stage Tobit regression to determine the possible sources of inefficiency. The finding of the study is that the students' characteristics and family environment were the main factors affecting efficiency of Oklahoma public schools.

Sankar, Deepa (2007) has an attempt was made to estimate the efficiency of producing elementary education outcomes at the states level of India using the non-parametric technique of DEA. For the purpose of estimating efficiency Sankar used state level data on various parameters. He used six different models. Each of these models contains various types of data sources, inputs and outputs. For output1she has generally chosen enrollment and the related parameters. For input she used accessibility of the school, teacher people ratio etc. In the final model (model -6) she used the indices developed by DISE Flash statistics.(such as access index, infrastructure index, Teacher index, outcome index, equity index and learning outcomes etc). This final model is an index based DEA model. She found that there are some states (Himachal Pradesh, Tamil Nadu and Kerala) that are always at the frontier. However, there are some seriously laggard states (such as Bihar, Jharkhand etc,) for which improvement is highly due. The factors that contribute to efficiency scores are ambiguous, mainly because the lagging states showing better efficiency. The limitations of the states level analysis is accepted by Sankar in this regard.

Zulal S. Denaux (2007) focuses on the urban and rural public high school efficiency. He assessed school efficiency by means of DEA with an application to the state of Georgia using data collected on country school. Urban and rural school efficiency is evaluated by a two step estimation process. First, a nonparametric Mann-Whitney U-test is used to determine whether the differences in mean efficiency scores between urban and rural

county high schools are significant. Differences in mean efficiency scores are found to be significant. Second, Tobit regression analysis is employed to explain the differences in the efficiency scores. The regression results confirm that rural schools operate less efficiently than urban schools.

Dash and Panigrahi (2008) has attempts to examine the impact of organization of learning on school effectiveness at primary level of education. The study was conducted on rural primary schools and the teachers of these schools were selected to investigate their organizing teaching activities, profile and student teacher relationship maintained in the class. From the analysis of the result, it was found that there is a positive impact of organisation of learning (as overall and in all the dimensions) on school effectiveness at the primary level of education.

Okumu et. al. (2008) undertook a study to describe the socioeconomic determinants of primary school dropout in Uganda with the aid of a logistic model analysis using the 2004 National Service Delivery Survey data. Various logistic regressions of primary school dropout were estimated and these took the following dimensions; rural-urban, gender and age-cohort. The results showed that the distance to school, gender of pupil, gender of household head and total average amount of school dues paid by students influencing dropout of pupils thus showing the profound impact on UPE

2.4 Studies Based on Institutional and Academic Culture in Elementary School:

Mohanty K. C. (1991) study explores that Supervision was more engaged in para and non –academic work. Supervisors were insufficient in Numbers. They were put in a common cadre along with T.G. teachers. It was also found that being under the control of the BDO, they were engaged more in non- academic work, Even though officers are taken as extension officers they were not provided with normal TA and the facilities. There was political interference in the administration of the elementary schools. The DI of schools had less control than required over the supervisor.

Thapan's (1991) study of the Rishi Valley School was an attempt in her own words to 'render the educational institution intelligible sociologically', As a sociologist, the researcher sought explanations for the question-what life at school is all about- not merely

in terms of processes of interactions but as an engagement with the human and social world. The Rishi Valley school offered a site for study in which the ideological imperatives present in the Krishnamurthy's philosophy were the guidelines for school processes. The fundamental dichotomy between the 'transcendental' and 'local' orders wherein the former referred to the Krishnamurthy's philosophical guidelines for the functioning of school and the latter constituted the actual schooling processes was observed. The study analysed and highlighted instances of and reasons for the conflict between the transcendental and the local order. The method adopted for study was ethnography.

Thacker, Jerry L. and McInerney, William D. (1992) looked at the effects of school culture on student achievement. The project they studied focused on creating a new mission statement, goals based on outcomes for students, curriculum alignment corresponding with those goals, staff development, and building level decision-making. The results were significant. The number of students who failed an annual statewide test dropped by as much as 10 percent. These results are consistent with other findings that suggest the implementation of a clear mission statement, shared vision, and school wide goals promote increased student achievement.

Leonard (1997) inquired about the complexities and dynamics of school culture through an examination of value orientations, apparent variations in those value orientations and consequent value conflicts. A multi perspective (district school, teaching teams and individual) conceptual framework was used for examining four major aspects of school culture: Educational purpose, Curriculum orientation, Educator professionalism and Leadership. With help of five weeks of participant observation in an urban multicultural, elementary school, semi structured interviews and informal interactions, the investigator found certain commonalities, inconsistencies and anomalies about the basic underlying assumptions education. The data further revealed that some of these basic assumptions were compatible with cultural manifestations in the school while others were in direct conflict. The different perspectives provided an added insight and a more thorough understanding of school's culture.

Sarojini, S. (1993) survey find out that the enrolment was increased and the dropout rate came down in the primary schools. Mere learning of the principles and subsequent

mechanical application of one or more principles to a lesson did not satisfy the objectives of activity based teaching. It was found that during the observation of classroom teaching that application of the six principles without understanding would lead to weakness of classroom organization. As far as training was concerned it was unfortunate that the main course for teachers “a” and “b” begun with an exposition of blooms taxonomy. There was much confusion prevailing among the teachers on blooms taxonomy and minimum level of learning strategy as also between the objectives and methods employed in teaching. The HRD department was formed in DIETs under the project monitor, supervise and provide support to the project teachers. But because of staff at DIET, their services were utilized in the DIET programmes than in the field.

Adams (2000, 1998) has captured the academic culture in Australian universities based on empirical observations. Adams (2000) offers views of academic work which emerges from the data from two research projects: one examined in detail the experiences of four new academic staff during first two years of teaching; the other project is a continuing longitudinal ethnographic case study of a university focusing on senior management of the university. The study revealed that the language of universities is changing and it is caught in the trappings of managerialism with focus on words like efficiency, quality, assurance, accountability, productivity, strategic planning, and mission statements. The myth of ivory tower is certainly shattered; there is a tension between the principle of collegiality and managerial responsibility.

There seems to be a difference in understanding of the values like academic freedom. The new staff focused more on teaching but wanted to devote time to research for career advancement. Overall it was felt that the industrial policies of the current government and the managerial practices of the university were ‘flogging a willing horse’.

Charg (2001) investigated the instructional leadership role of the principal of elementary school and identified district support strategies that promoted the success of student performance in literacy. The study was limited to one elementary school selected for its gains in literacy and effective site leadership. Evaluation of the extent of improvement in student performance was based on instructional decisions that maintained a high focus in literacy instruction. The study suggested that alternative means to compare student performance must be identified in order to recognize the changing needs of the student population. The analysis of student performance must also be linked to classroom

instructional practices and curriculum activities. Lack of correlation between what the students were taught and their learning needs impacted their outcomes. Site administrators must provide opportunities for teacher reflection through a transformational-strategic result orientation focused upon successful student outcomes. In these new roles, teachers and administrators serve on high performance work teams resulting in greater collective authority and greater professional accountability. They work to ensure that collaborative decisions and activities receive widespread support resulting in high student performance and success.

Clarke (2001) studied one aspect of everyday life of school that is the teaching learning process and what informs it. She presents an analysis of the teaching learning in classroom at three levels. The first level focuses on teacher's articulation and interpretations of their roles and responsibilities and the reflection of these interpretations in their practices in the classroom. The second level looks at the implicit beliefs and frameworks that underlie teachers' thinking and performance in the classroom. The third level, which represents the broader meaning system, surrounding both teachers and students highlights four cultural constructs:

- ✓ holism as a shared world view that encourages openness to regulation
- ✓ the hierarchical structure as a regulative social framework
- ✓ knowledge as collectively discovered and affirmed
- ✓ the 'sense of duty' which defines an individual's role. These cultural constructs are also a part of the larger culture prevalent in Indian society.

Sarangpani (2003) studied a government primary school in village. The researcher entered the familiar ground of schools with tools of anthropology to reconstruct the common knowledge about not only the schools themselves but also the process of schooling. The sites of three schools were identified. One of the schools was studied in detail. The process of observation included submerging oneself in a hermeneutic endeavour of placing psychological processes of knowledge construction and meaning-giving in a sociological framework. Field work included interview of various individuals associated with schools and the community which were conducted formally and informally. Also, various arenas of life and experiences were entered into in stages of succession. The narrative style was adopted for presenting data to convey a sense of the entire field experience as it unfolded.

Donna (2005) studied the creation of a caring culture that invites students to value themselves and their abilities, to learn and develop as productive healthy beings. This case study provided an in-depth look into an elementary school that had been identified as beings highly inviting. The study's purpose was to describe the invitational processes present at the school, to learn how the school became invitational, to recognize obstacles that the school's educators faced in their efforts at becoming invitational and to learn how they overcame those obstacles. Data were generated from onsite observations, semi-structured interviews, a focus group and document reviews. The study found that relationships are crucial in a school that values caring and strives to be invitational and that a sense of community can be created through intentional actions. Finally, the importance of strong principal leadership marked but shared decision-making, optimism and care was found.

Almeida (2005) also studied principal behaviour and influence on school culture. This study examined the role of the principal in developing sustaining elements of healthy school culture. A survey based on the essential elements identified for healthy school culture and the changes in perceptions of teachers regarding the existence of each of the elements over a period of two year was carried out. Thirteen essential elements of healthy school culture were identified on the survey. Using the results of the survey data, a questionnaire was developed to identify the behaviour of principals directly related to each of the changes in existence. A quota sample of the teacher population of school was asked to complete the questionnaire and participation was both voluntary and anonymous. To supplement and complement the data obtained from questionnaire, the researcher kept a journal detailing specific behaviours of principal in attempting to change school culture, school documents, bulletins, and memos. The study revealed that the culture of school influences the behaviour, attitudes and beliefs of those within the school community and this culture is governed by the principal and teacher behaviour.

2.5 Studies Based on Physical Facility, Academic Facility in Elementary School:

Das, R.C., (1979) conducted a study on "Administration of elementary Education in relation to the programme of Universalisation". The main aim of the research was to study the position of administration of elementary education in relation to the programme of universalisation in Assam. Data were collected from the field as well as all concerned

agencies. The position of administration of elementary education at higher levels was also studied and its functioning at these levels were analysed; the secondary data collected at these levels were analysed. Opinions, remarks and reactions of various functionaries at higher levels of the administrative machineries were noted. On the basis of such experience as well as study of primary and secondary data, findings on the present position of administration of elementary education in relation to universalisation from village level to the state level in Assam were drawn. The study mainly revealed that the area of administration of education at the elementary level was full of problems. The Directorate of Elementary Education was a newly created department and was yet to be fully strengthened. In comparison with the tremendous expansion of elementary education, the expansion of the machinery relating to administration, inspection supervision and management was inadequate. The administrative machinery was not adequate even for administration at the current status of elementary education, let alone the expansion during the sixth five year plan for universalization. Recommendations indicated the suggested additional machinery needed for achieving universalization. From all points of view, new recruitments of administrative personnel should be made from professional institutions.

Bhargava, S.M. (1990) conducted a study on "A study of the growth of educational facilities and enrolment at the elementary stage in India". The study aims to investigate and discuss the growth and development of education at the primary and the middle stages in India. This is a document-survey study. The study covers a span of 40 years. But the state-wise analysis of growth of education was done from 1973 to 1986. For this analysis, sixteen states of India, viz. Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Tamil Nadu, Uttar Pradesh, Karnataka, Kerala Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, West Bengal were taken. The results shows that a steady growth of educational facilities at the primary stage. In 1957, 59.75% children had schooling facilities within a distance of one Kilometer, but this was available to 80.34% in 1986. Among the states, Nagaland had the highest and Tripura, the lowest facilities. Educational facilities for girls and ST and SC improved from 38.05% in 1978 to 74.46% in 1986. Middle- Stage education facilities within 1km have also increased from 3.13% in 957 to 13.25 in 1986, and Junagadh District (Gujarat) had the highest facilities for middle stag education. At the elementary stage (I-VIII), 1, 130 Lakh children were enrolled in 1986, and his shoed a 51.43% increase over 1973 with an annual growth rate of 3.24%

However, crores of children were out of school and only 30.07% of those got enrolled in school reached class VIII [MSY 0936].

Buch and Sudame (1990) examined the status of the primary education programmes in selected urban areas in Gujarat using descriptive survey method and found that a large number of the primary schools in the urban areas of the State had faced shortage of space. Many of the schools were located in regions which were either prone to heavy traffic or noise pollution or with unhealthy surroundings and were frequented by anti-social elements. The schools did not have necessary infrastructure such as school buildings, toilet facilities, drinking water, library and laboratory facilities. The education system, school related factors, social factors, family and individual related factors were found to be responsible for the phenomena of non enrolment, non-attendance and wastage. The study noticed a decreasing trend in the rate of wastage and stagnation.

Govinda and Varghese (1991) conducted a study to analyse the various aspects of quality of primary education in India taking a sample of 59 schools, 111 teachers and 2,159 learners. The study reveals that the level of infrastructural facilities provided in the schools played an important role in improving the teaching-learning environment and, consequently, learner achievement levels and overall school quality. The study shows that a trained teacher made considerable difference in terms of teaching style and classroom management. The performance of schools with one teacher per grade tended to be better than that of schools involving multi-grade teaching. Better physical facilities, especially in terms of teaching aids and equipment and their proper use were found desirable for good results.

Choksi, R.J. (2003) studied Status of Primary Education in Surat Municipal Corporation Area. It was found that the Surat Municipal Corporation was very much conscious about providing building for Primary Schools. The school buildings were adequate for the school requirement. In the school building majority of schools had the proper facility for Principal room, Storeroom and only fifty percent school had the facility of laboratory. In some schools principal had to accommodate more than one standard in one room. The sanitation, drinking water, medical checkup and first aid box facility were satisfactory in the schools. Out of 52 surveyed schools, there was playground facility in 28 schools. The availability of the equipments was satisfactory. There were either three seated benches or

carpet facility for the students in the class. All the schools had fixed blackboard on the wall. The teachers were mostly using lecture-cum narration and assignmen1t as teaching methods. In some schools they used demonstration because they had facility of laboratory. There was no full time or part time librarian in any school. The Principal or teacher was doing the work of librarian. In some schools the classroom was used for library purpose in the period of SUPW. Approximately 250 or 300 books were there in the cupboard for the library purpose.

SRI-IMRB (2005) conducted All India Sample Survey to estimate the number of Out of school children in the age group 6-13. A major sample survey that was conducted in 2005 was for assessing the number of out of school children in the country in the age group 6-13. While RESU provided technical guidance and helped in selection of samples of villages and urban blocks and in estimation of the percentage and number of out-of-school children, the survey was conducted in all the states and UTs covering rural and urban areas of 588 districts. Data were collected during the months of July to October 2005 from a sample of 87874 households in 3178 villages and 1823 urban blocks. The findings of the survey indicated that the country has about 19.4 crores children in the age group 6-13 (i.e. 6 to below 14 years), of whom 6.94% children are out of school. Amongst the out of school children, 68.3% children never attended school and 31.7% were dropouts. Further, out of those children who were attending school, 97.4% studied in Government or Private recognized schools (including recognized Madrassas/ Sanskrit Pathshalas) and another 1.9% attended unrecognised schools. The remaining 0.7% children attended EGS schools, AIE centers or un-recognized Madrassas/ Sanskrit Pathshalas.

Barath, C. (2005) evaluated the DPEP in Tamilnadu with special reference to Cluster Resources Centre. It was found that the DPEP interventions made a positive impact on enrolment, retention, completion rate of student in primary education in DPEP districts. The CRC coordinators had major problems regarding the effective functioning of CRCs (a) Lack of basic infrastructure like buildings, furniture, cupboard and bureau. (b) Lack of electricity, library, TV, OHP and computer facilities. (c) Non-participation of all the teachers of the centers concerned in the meetings. BRC Teacher Educators and BRC supervisors regularly monitored the CRC meetings. The officials rarely monitored the CRC meetings.

Godika, S. (2005) An analytical study described the Participation of students of "Slum Area" of Jaipur in Primary Education. The findings was stated that 29.1% of primary schools were situated in open space. In relation to availability of facility, basic physical resource, instructional resource, games and food for lunch was in abundant. But the schools lacked the facility for regular health checkup. Continuity in education was visible amongst students studying from 3^{rd} to 5^{th} standards. In Sanghaner and Civil line zone, none of the students participated in literacy programme, but in Motidugari zone, 82.30% students participated in dance, in Hawamahal zone, 75.15% in debate and 80.11% in music, 99.79% in poetry recitation, 89% in lecture, and 92.75% in essay writing. The participation in games was more visible in civil lines and Vidyanagar zone.

2.6 Studies Based on Support System: Like Incentives, Mid-Day Meal etc.:

Sharma (1976) attempts study on 'Increase in Enrolment in Primary Schools Efforts and Results', among other things, aimed at identifying the effects of various incentive schemes on enrolment, the study took six sessions from 1970-71 to 1975-76 and covered the primary and upper primary schools of Udaipur and Kota districts. It was found that the incentives proved to be useful in boosting enrolment and out of them, the most effective in descending order were free meals, textbooks and stationery, free exemption, free uniform and scholarships.

Govinda (1980) in his investigation "School Education in Rural areas – A study of Tumkur district, Karnataka, aimed at studying the distribution of facilities for school education in different parts of the district and appraised the quality of schools in terms of their facilities inclusive of incentives schemes in operation. He found that the proportion of schools benefited by MDM and Attendance Scholarship Schemes, were very small and unsatisfactory. Also the adoption of the schemes in different schools was uniform nighters in terms of coverage of beneficiaries, nor in the exact method of implementation.

Saxena and Mittal (1985), of the NCERT in their USAID financial study in titled, 'Impact of Mid-Day Meals Programme on Enrolment and Retention at the Primary Stage'. The findings of the study were the distribution of enrolment of girls indicated a higher degree of variation than total enrolment rate was providing a clear indication of the impact of the MDMP. Enrolment of girl's means for MDM district remained higher than those for

non MDM districts. The district level analysis indicated retention rate for girl's means were higher in MDM Districts.

Rajan and Jai Kumar (1992), studied 'The Impact of the Chief Minister's Nutrition Noon-meal Programme introduced in Tamilnadu from July 1982 on Enrolment, Attendance and Dropout at the Primary Stage'. In this study, data relating to 1978-79 to 1988-89 period was collected to identify the trends of impact, during the pre-and post-programme periods.

The study revealed the following:

- ✓ The growth rate of enrolment had increased among the boys in the government-aided schools. This was not indicated in other types of schools.
- ✓ There was a positive improvement in attendance and equality in the pattern among boys and girls.
- ✓ The dropout rates declined among boys and girls.

Saxena, Singh and Gupta (1996), in their research on 'School Effectiveness and Learners' Achievement at the Primary Stage' examined this with reference to the impact to incentive schemes on pupils' achievement in language and mathematics in districts of eight states implementing the DPEP. They used the data of Base Line Assessment Survey, conducted during 1993. They found the MDM had impact on achievement in language only in Madhya Pradesh. Besides, it indicated a reduction of gender gap in achievement in both the subjects in Madhya Pradesh.

Malhotra, (1997-98). Conducted 'A study of Enrolment, Attendance and Retention in Primary Schools in Relation to incentive Schemes. viz. Poshhar and Scholarships to SC students'. Her study was confined to sixteen villages of five selected blocks of Allahabad district. She compared enrollment, attendance and retention of primary schools where these two incentive schemes were available, with those no incentive schemes were in operation. The study established that the enrolment of schools having incentives was higher than those without incentives. However the situation was quite opposite in matter of attendance and retention because the schools without these schemes were better off than those schools having the incentive schemes. However, the retention of SC students was found to be higher in school with incentive schemes. Her interview with students, parents,

headmasters and village headmen suggested that they would welcome cooked meals or snacks in the place of three kilogram of food grains.

Barua, (1999). Examined the problem faced by the schools in the implementation of MDMP in Bhawanipur block of Barpeta district of Assam. About 84 percent of the headmaster reported that they had to face problems in the distribution of food grains as parents in rural areas started sending their under aged children to schools. Besides, sub-standard quality and irregular supply of the food grains created additional problems.

The Public Report on Basic Education in India (PROBE) (1999), team, found the MDM to be effective in promoting enrolment as it provides incentive to parents in the form of subsidy, and an attraction to children in the form of a free meal. It helps to improve the nutritional status of children, socializes them and helps them to shed class inhibitions. The team felt dry rations (food grains) encouraged enrolment rather than attendance. They are however, worthless in terms of socialization and nutrition.

Patankar, P. S. (2000) study found that: (1) The nutrient intake of girl-children was found significantly lower than recommended. Daily intake, except for fat intake, was found significantly higher than its RDA among the girl-children. (2) 23.6% of girl children were found in well nourished nutrition grade, 29.2% of girl children were found in moderately under nourished nutrition grade and 47.2% of girl-children were found in undernourished nutrition grade. (3) The educational performance of girl-children was better in well nourished nutrition grade than girl-children in moderately undernourished nutrition grade and undernourished nutrition grade. (4) The educational performance of girl-children was significantly influenced by nutrition grade i.e. their diet. (5) Nutrient intake of girl-children in private aided Marathi medium primary schools was significantly higher than government Marathi medium primary schools. (6) The nutrient-intake of boys was significantly higher than girls.

Jean Dreze and Goyal (2003), conducted a field survey initiated by the Centre for Equity Studies (CES). The CES survey took place in three states: Chattisgarh, Rajasthan and Karnataka. In each state, three sample districts were selected, informally, bearing in mind, the need for a rough balance between different socio-economic and agro-climatic zones. Within each district, three blocks were selected in a similar manner. Within each sample

block, a list of villages with population between 500 and 1500 was drawn, based on census data. Within that list, three villages were selected at random. The survey took place between January and April. The field survey involved detailed interview with the head teacher of the primary school ; an active member of the village education committee (VEC) ; the person in charge of cooking the mid day meal and a sample of four households. The major findings of the study were : It had been found that in 76 of the 81 sample schools, the mid day meals were being served regularly. In one school of Karnataka, the Rice delivery was irregular. All the sample schools had a cook who prepared mid day meal after obtaining the grains and other ingredients from the teacher or Sarpanch. In Rajasthan, the means was the same day after day ; 'Ghoogri'. In Chattisgarh , lunch usually consisted of the Rice with 'Dal' or vegetables, with some variation. Over a week, Karnataka provided most varied and nutritious menu : aside from Rice with sambhar. The school enrolment increased after mid-day meals were introduced. Mid-day meals facilitated elimination of class room hunger. In more deprived areas where some children did not get two square meals a day, the mid-day meal was a protection against hunger in general. Open objection to mid day meal on caste grounds was rare, upper-caste parents were often skeptical of the scheme and even actively opposed it in few cases. Some upper caste parents sent their children with packed food. Further, there did seem to be much upper caste resistance to the appointment of Dalit cooks. In sample schools, a large majority (68 percent) of cooks were women and most of them came from underprivileged backgrounds. Many teachers did spend a fair amount of time in organizing and supervising the midday meal. And mid day meals disrupted classroom process. About ten percent of the parents said that the pupils felt unwell from time to time after consuming MDM at least once in twelve month. In majority of schools, there was no proper kitchen facility. Food was often cooked in the open in a make shift shed or in classroom. Only Karnataka made serious efforts to build kitchens in all primary schools. Shortage of utensils was also a common problem in the sample schools. Almost half of head teachers in the sample schools felt that drinking water
arrangements were 'inadequate'. Mid day meals were loosely supervised and formal monitoring arrangements were sparse.

Pratichi (2004) survey revealed that Attendance in school where the mid-day meal programme was run, was up by more than 10%, while it was constant for the others. This impact was much higher among the SC (12.6%), ST (19.9%) and Muslim (13.2%)

population with the greatest impact being upon ST girl students. Perceptions of impact varied. While the majority of the Hindu household felt that there was no positive impact, the wage earners and small cultivators (SC,ST and Muslim background) pointed to important impacts of the programme including an ability to provide a second meal in the day. It also revealed that social taboos and inhibitions were reduced in the sharing of a meal. Teachers attendance was also reported as being more regular due to increased responsibility. 80% was in favour of the programme while 20% (who were caste Hindus) were opposed to it, mainly on grounds of not really benefiting from it as their children had a meal anyway and also because the increased numbers brought in, more SC/ST and Muslim students. 82% of the parents were willing to contribute and help in the programme either in cash, kind or labour. The meal served consisted of Khichuri and 80% found the food attractive though suggestions to improve the same was also made. 74.4% children did not have any food before coming to school, with a few having just tea. 88% of children wanted the programme to continue. In the non mid-day meal programme areas, most parents wanted the scheme to be introduced and were inclined to participate in materializing the same. As a whole, it was found that problems such as poor quality of food in terms of both hygienic variety, inadequate infrastructure ; inadequate salary payment to cooks, insufficient budgetary allocation towards conversion costs.

IIM (2007), conducted a study entitled, "Mid-Day Meal Scheme": Understanding critical issues with reference to Ahmadabad City". The objective of the study was to clearly identify some of the critical issues associated with the MDM scheme and to do an objective evaluation in terms of efficiency in delivery systems and service quality. For data collection, 3 participating schools along with an NGO involved in preparation and distribution of meal, were selected. The major finding of the study were : The weekly menu showed a variety of meals offered but the condiments and seasonings being very similar each day. The study also indicated that in terms of calorific and nutritive intake, proportionate amounts of protein and iodine were not being provided through the meals. Calcium requirements were more than met by the mid day meal. Proportionate requirements of fat and iron were also met by the meals. The study also revealed tracer of uric acid and Aflatoxins which if taken for a longer period of time could be carcinogenic for the children. Transportation of meals from the NGO kitchen to various schools was not hygienic and safe. Which reportedly resulted in the fixed menu, Caste and religious bias

was among some parents in some places, disturbance in teaching activity was there due to time demands on teachers.

Gangadharan (2006), conducted a study on Noon Meal Scheme in Kerala, Findings of the study were as follows. The physical facilities for MDMS were available only in 50% schools, 94% schools depended on firewood for cooking; separate building for kitchen outside classrooms were rare; adequate space was not there in 50% schools. School verandah was the main venue for serving food. The government grant was far less than the total expenditure in many schools. The average annual financial deficiency in schools was around 15%. Schools with less number of students had higher per day expenditure. The Panchayati Raj Institutions (PRIS) had yet to show an active interest in the management of the programme. The average MDMS enrolment rate was between 85% and 95%. There was a demand that the menu should be improved and more attractive and the noon meal programme should be made a full-fledged school lunch programme meant for all teachers as well as students with partial or free packages. Storage provisions were rarely available in most of the schools. Cooks engaged in schools were untrained, in experienced, aged and educationally under qualified.

Lath (2006), conducted a critical analysis titled, "Analysis of Mid-day-meal scheme and school Health Clinics". Study Found that 244 Mahila Sansthan and one self help group (ISKON) had been given the permission to supply mid day meals across municipal primary schools. On one specified day on the week the student would be given an option of either an egg or a banana or four biscuits from ISI approved biscuit company. Organization had to obtain the permission from the designated officer in education department, after giving an estimate of the number of students in class I to V, based on the present number, on specified dates of every month. During year 2005-06, 399 food samples were collected from various schools. Food, if found inedible or not nutritious fine up to Rs. 1500 was imposed upon an organization providing the food. Most of the Mahila Mandals were unhappy with an upper limit of 1400 students. The reimbursement of the deposit and obtaining the concurrent cost per student from the BMC was a very tedious task, according to most contractors. The allotment of contracts for the scheme in the government aided schools was completely left to the head of the school which at times had been found to collude with the contractors and asked for bribes. The contractor had to generate revenue for all ingredients other than Rice by themselves. In municipal schools

the expenditure through the scheme on every student, per year , was 143.89 for year 2005-06.

Chauhan, S.(2011). Study included the incentive schemes with reference to UEE and following are some of the findings. In Bihar, School committees were not effective. Needy children did not receive incentives in time due to inadequate planning for distribution. There was demand for the MDMP. In Rajathan, to attract the non enrolled to school, there were no adequate and effective incentives except the MDMP of the CARE and in tribal areas they were free uniforms, textbooks and stationery. The monthly scholarship for the SC and ST were ineffective as they were given only at the end of the session. In Orissa, incentives offered to non-attending children in the sample schools were inadequate. In a few selected schools, the CARE programme had arranged for MDM and the Tribal and Rural Welfare-Department provided reading and writing materials to SC and ST students. Incentives had positive effect on enrolment and attendance of SC and ST children. In Uttar Pradesh, as incentives were limited, all the needy students were not benefitted. The MDMP of the CARE had helped in retaining children to some extent. In West Bengal, mid day meals, free text books, free uniforms and attendance scholarships were major incentives provided to students but as they were provided late, their impact on enrolment and retention of students in schools was not studied. In Madhya Pradesh, various incentives inclusive of MDM were offered by the local community to induce students to attend school. In Assam, there was no regular system for providing incentives to children. In Jammu & Kashmir, incentives like scholarships, uniforms and text book, were provided to needy students. MDM was not included. In Andhra Pradesh incentives to SC, ST and girls were provided towards the end of an academic year and were therefore, ineffective in increasing enrolment and attendance of children; the amount per child for the MDM was insufficient. In New Delhi, there were no adequate and effective incentives except MDMP of the CARE and in the tribal areas free uniform, textbooks and stationery. The Performa of inspection of primary schools did not include points regarding incentives and involvement of the local community.

2.7 Studies Based on Community Participation in Elementary School:

Williams (1994) argues that there are three models of Education and Community. The first one is *traditional community-based education*, in which communities provide new

generations of young people with the education necessary for transmitting local norms and economic skills. In this model, education is deeply embedded in local social relations, and school and community are closely linked. The government, being of little use in meeting the specialized training needs of industrialized economies, plays a minor role, providing little basis for political integration at the national level. The second model is *government-provided education*, in which governments have assumed responsibility for providing and regulating education. The content of education has been largely standardized within and across countries, and governments have diminished the role of the community. However, a lack of resources and management incapability has proven that governments cannot provide the community with adequate educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials. This triggers the emergence of the third and *collaborative model*, in which community plays a supportive role in government provision of education.

Mehrotra (1995) observed the vitality of the Mahila Mandals in Sirmaur district of Himachal Pradesh, which allowed women to discuss their concerns in and empowering and productive environment. Women requested local leaders and senior government officials that uniforms should not be made compulsory because of the increase in expenditure, another request for a bridge to be built over a swiftly flowing stream to enable their children to go to school. Mahila mandals worked well as an avenue through which parents could express their anxieties about inclination to do something about it. A Mahila Mandal in Kinnaur banned video parlours since they interfere with the education of children.

Heneveld and Craig (1996) recognized parent and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa. They identify five categories of parent and community support that are relevant to the region: (1) children come to school prepared to learn; (2) the community provides financial and material support to the school; (3) communication between the school, parents, and community is frequent; (4) the community has a meaningful role in school governance; and (5) community members and parents assist with instruction.

Kumar S., Patel R.C., & Mehta A. (1999) studied school effectiveness and its association with the community participation in the school of Baroda city, Gujarat. The

community participation included for components, viz. the criteria for forming school management committee, and educational qualification of its members in school activity, non-members involvement in the school activity, and PTA or involvement of parents. For the school effectiveness five components were taken into consideration which were: planning and implementation of curricular and co-curricular activities; regularity of students in terms of their average attendance; participation of students in sports and other competitive events; academic performance of class V students; and building and maintenance. The results revealed that there is a positive relationship (r=0.898) between the community participation and the school effectiveness. It was also observed that the school serving to the higher strata of the society could achieve greater community participation whereas schools serving to lower strata of the society could not achieve the same in the school.

Howard (2001) study on teachers' attitude toward parent involvement in level I and II elementary schools in Mississippi delta. The purpose of the study was to investigate the factors concerning teacher attitudes viz. judgment about parental involvement, judgment about parental contact, actual parental contact and need for parental involvement. Reporting on teachers' attitude towards parent involvement, the findings highlighted that educators can instruct, serve as role models and provide various learning activities that are developmentally appropriated. They can supply the resources for learning. However without parental support and involvement, teachers fall short of their goal of educating the entire child hence parent involvement in teaching-learning is a must.

Arnold (2002) revealed that:

- ✓ The success of school's parent involvement program was dependent on the principal's beliefs, decisions and corresponding behaviours.
- ✓ The principal and teachers had to be willing to cater to the school's families. When this occurred the parents were able to become active participants because they knew how to help their children and be involved at school.
- ✓ The study concluded that a dedicated principal who understands and values the individuals who make up the school community drives the parent involvement plan.
- ✓ Successful parent involvement focuses first on the needs of the parents.
- ✓ The more proficient in English the school parents are, the more able they are to communicate, learn and be involved.

Teachers must be willing to go beyond their job description to make parent involvement work.

Sharma (2003) reported that the constitution of the committees was either unanimously or through open elections and members were actively participating when personally invited. The duration of meetings ranged from thirty minutes to one hour, in most of the places it was one hour. Resolution book, minute book and visitors book was maintained regularly. The student attendance was the major agenda in discussion, the other agenda varied from area to area and included enrolment, irregular attendance, drop-outs etc. In rural areas the focus was on completing construction of school buildings, discipline, cleanliness, performance of backward children and their attendance.

Patel, G.B. (2004) studied the role of Gram Shikshan Samiti in primary school of Murbad and Shahpur educational blocks of Thane district in various aspects i.e. enrollment, institutional planning etc. It was found that Gram Shikshan Samiti took up enrollment scheme in their villages, so more children join schools, for such job they motivated parents and children to take admission. The Gram Shikshan Samiti carried out survey of the children eligible to go to school, drop out children, children unwilling to go to schools due to different reasons, parents reluctant to send their wards to school due to their personal problems and difficulties and educational needs. Few Gram Shikshan Samiti promoted education by checking attendance registers of these centers after every three months, providing annual budgets and by getting sanctioned sufficient amount by Panchayat Samitis. Gram Shikshan Samiti understood its' role in brining about universalization of primary education but still far. Very few Gram Shikshan Samiti had actually performed quality work.

Taylor, (2006) on parents' and teachers' perceptions of parent involvement practices in elementary schools highlighted the importance of parent involvement in child's academic, psycho-social and emotional well-being. A comparison of parent and teacher means was analysed in examining the perception of parents and teachers how well schools are performing each of the six parent involvement practices as identified by Joyce Epstein and Native parents than parents on five of the six practices. Using Heiders' balance theory, a comparison of parent and teacher means for each practice revealed whether the practice was balanced or imbalanced. Results indicated that teachers rate schools higher than

parents on five of the six practices where as both had a balanced loading to an emotionally pleasant relationship and satisfaction within parent-teacher relationship. Finally, multiple regressions were used to analyse which of the parent involvement practices was the greater predictor of satisfaction within the parent-teacher relationship. While all six were significant, students' learning at home was the greatest predictor of parents' satisfaction in the parent-teacher relationship. It can be said that greater the number of parent involvement practices that are implemented and functioning effectively coincides with greater satisfaction within parent-teacher relationship.

Menon (2008) records significant variations in the manner in which community participation and community based bodies are structured. In Andhra Pradesh, Bihar, Madhya Pradesh and Uttarakhand, a legal statutory basis has been provided to community participation through Acts. In Bihar membership of these bodies is based largely on elections, but in Andhra Pradesh there has been a move to increase the number of nominated members. In Madhya Pradesh, the criterion used is that parents of children who obtained good marks in the school are also represented in the VEC. It has been observed that VECs in many states have ceased to be merely bodies which conduct enrolment drives, but also have significant responsibilities of school construction and disbursement of grants. In Bihar the VEC/VSS (Vidhyalaya Shikshan Samiti) has the responsibility for enrolment, retention, mid-day meal supervision, regular attendance of teachers and school development. In Orissa the functioning of EGS centers have strengthened with the strong commitment from local community. Here the empowerment of VECs in the context of teachers' leave and salary has led to reservation on the part of teachers. Subsequently authorization of teachers' salaries is no longer routed through VECs though leave application are. In Uttarakhand, a discussion with the members of the VECs and SMCs revealed that they were not fully aware of their responsibilities and roles under the programme. While several detailed training programmes have been developed, the training needs to be reoriented. In Madhya Pradesh as per the Jan Shikshan Adhiniyam (2002) powers have been delegated vertically and laterally from the state to the district and sub district levels and from the Directorate and its offices to the Panchayati Raj Institutions (PRIs) and to institutionalized stakeholder groups. The VECs in Maharashtra had come into existence long before SSA, hence community participation in the overall school improvement activities has been very strong. The mission came across several instances where the cooperation between teachers and community had led to visible

improvements. Also where this relationship had failed to work the impact of the programme is clearly less.

Sinha (2008) Studying the impact of community participation in terms of the opinion of the VEC members; revealed that the community now thinks that the school belongs to them. It has taken up several measures for its improvement. It was observed that the communities in some villages decided to keep the school premises clean and has mobilized the villagers to this effect. VEC has also mobilised people and created awareness among them for increasing enrolment, attendance, retention and achievement of children especially the girls. The results of the study highlighted that effective functioning of school committees can improve enrolment, arrest drop-out and enhance quality of education. It also highlighted the role of the head teacher in the school as a member-convener. In view of this it is suggested that the headmaster should plan and maintain good rapport with staff, students, committee members and community. The better the relationship among the head teacher, the teachers and the community members the better will be the quality of education.

2.8 Studies Based on Job Satisfaction among Teacher:

Cheng (1993), In a study profiling effective and ineffective organizational cultures, he found that stronger school cultures had better motivated teachers. In an environment with strong organizational ideology, shared participation, charismatic leadership and intimacy; teachers experienced higher job satisfaction and increased productivity. School culture also correlates positively with teachers' attitudes toward their work.

Alexis-Boyd (1998) conducted a study on “The emotional life of teachers: A heuristic inquiry ” at the University of Cincinnati, Ohio, USA. This study was conducted on a sample of eighteen public school teachers. The emotional life of teachers was studied and it was found out that teaching would have a deleterious effect on the lives of teachers. This study pointed out the growing evidences for the harsh realities of today's classrooms which might be as a result of teachers' ability to live up to the expectations of students. Teachers sought mental, physical and emotional afflictions to get remedy through some means, which were not always effective. The findings of the study suggested a need for

the development of interventions and programmes that would help teachers to deal more effectively with the negative effects of teaching profession on their emotional lives.

Arnold-Massey (2006) intended to study policies, programs, processes and practices that administrators and those teachers who have persisted in the same school, perceive as influential in their persistence in two high performing elementary schools serving challenging population. This research project emerged through three phases of development. Phase I involved the identification of elementary schools that were low income, high performing and had high beginning teacher retention rates. Phase II involved comprehensive interviews of beginning teachers, veteran teachers and administrators as well as the collection of relevant documents in both schools. During Phase III in-depth analysis of data involved three cycles of data presentations, review of findings and delineation for patterns to account for the organization of each school. The findings of the study included the following: (1) A critical variable that helps to explain the retention of new teachers is the quality of the principal. (2) A strong trusting relationship between the principal and assistant principal allows immediate responsiveness to teachers' instructional needs on a continuous and ongoing basis. (3) Effective hiring practices contribute to the likelihood of a "good fit" between prospective candidates and the school. (4) Job embedded professional learning provided by other teachers serving in supportive roles is an effective way to strengthen the instructional capacity of teachers (5) a strong retention program is found in schools where there is a truly deep and rich system of continuous opportunities for support and reflection.

Mawhiney, L. (2007) explored the interactions and networks of teachers in congregational spaces in schools. Teachers spend most of their day with students, but are extremely isolated from other adults. Lunchtime is often the only time for adult interaction. Some researches have argued that the lonely nature of teaching contributes to retention problems in the profession. This dissertation discusses the results of a two-year ethnography focused on informal social interaction among teachers in an inner city school. This ethnography investigates through observation, interviews and a survey the lunchtime activities that are conducted in congregational spaces throughout one school. The researcher discovered that teacher-to-teacher informal interactions bring value and understanding to the teaching profession. The congregational spaces create a safe space to share their emotions, as teachers have to mask their emotions throughout their day. In these safe spaces, teachers

provide social support. Teachers seek validation and use humour in this space as coping mechanism for dealing with the pressures of the job. In addition, teachers also use congregational spaces to develop and share knowledge about the profession. Essentially, spontaneous collaborations occur in these congregational spaces.

Mehmet Gursel Sonmezer and Mustafa Yunus Eryaman (2008) conducted a research on " A comparative analysis of job Satisfaction levels of Public and Private school teachers in Tokat, Sivas, Amasya and Çorum". This study aims to determine whether differences exist between job satisfaction levels of Public school teachers and of teachers who were transferred to private education institutions from public schools due to retirement or resignation. The findings were: 1. There is a statistically meaningful difference between teachers who work at private educational institutions and teachers who work at public schools. Additionally, job satisfaction level of teachers who work at private educational institutions is higher than teachers who work at Public schools. 2. The second main factor after salary factor, which causes the difference in job satisfaction level is social status. The results indicate that the teachers who got transferred to private schools from Public schools status had an increased job satisfaction level because of the positive change in their social status as they transfer to private schools. 3. The factor that makes public school teachers job satisfaction level higher than private school teachers is "job security" as a result of the weakness of job security at private education institutions.

Lornah C. Nakera Sirima and Moses Wesangula Poipoi (2010) conducted a research on "Perceived factors influencing public secondary school teacher's job satisfaction in Busia district, Kenya". The objectives of the study were to establish perceived factors that influenced teachers to join the teaching profession and establish the strategies used by school management to motivate teachers. The findings of the study were that teachers may be more satisfied in schools with good working environment if their terms and conditions are improved. The study recommended that; in-service courses are needed for teachers to get equipped with current knowledge; and that the Government of Kenya should allocate more funds to the Ministry of Education for it to be able to employ more teachers to cater for the deficit and improve the methods of promotion in the teaching service so that many teachers grow faster.

Muchhal.M.K, and Chand Satish (2010) conducted a study of accountability of primary school teachers in relation to their job satisfaction. Data were collected from 150 primary school teachers belonging to both private and Government primary schools of Baghpat district of Uttar Pradesh. Teachers who are more Job satisfied are highly accountable towards their Job and who are less job satisfied are less accountable towards their job. In the study it was also found that female teachers are more accountable and more satisfied towards their job than their male counterparts.

Safdar Rehman Ghazi et al. (2011) studied a research on "Job satisfaction of head teachers for the selected twenty dimensions of job in Bannu (Pakistan)". The purpose of this study was twofold. First, the study was to document facet-specific levels of job satisfaction of the head teachers as measured by the Minnesota Satisfaction Questionnaire. Secondly, the influence of four selected demographic characteristics on twenty facets of job satisfaction was investigated. The findings are: 1. Compensation, Working Conditions, Social Status, and School Policies and Practices were the facets of job which contributed to low satisfaction. 2. The head teachers were satisfied with the facets of their job, i.e. Advancement, Social Service, Creativity, Recognition, Supervision Human Relation, Security, Independence, Colleagues, Supervision Technical, Authority, Responsibility, Achievement, Ability Utilization and Variety.

Voris, Brenda.C (2011) conducted a research on "Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers." Data indicated the majority of participants were satisfied with their decision to accept their current teaching positions. Length of teaching experience had little effect on respondents‟ reported job satisfaction. Most teachers in the sample indicated satisfaction with their teaching position from their initial year through fifth year. No significant loss or gain was reported in teachers‟ degree of job satisfaction across the years targeted in the study. There was no indication of dissatisfaction as participants gained teaching experience. Teaching assignments did not have a significant influence on their degree of job satisfaction. However, traditionally certified teachers within the collaborative setting indicated a slightly lower degree of job satisfaction than their alternatively certified counterparts.

2.9 Studies Based on Academic Achievement of Students in Elementary School:

Dhongade (1986) attempted to find out non-enrolment, wastage and stagnation during the first two years of primary school among scheduled caste boys and girls in Soyegaon Taluka of Maharastra. The investigator found that the percentage of non-enrolled girls was higher than that of boys. Most of the teachers in rural areas particularly in SC/ST areas were not trained so teaching was not effective for the students. Social awareness and enthusiasm were also found lacking in them.

SIE, Uttar Pradesh (1986) made a study on dropout and failure in primary classes. In this study attempts were made to find out the causes of dropout and failure among 6 to 14 age group students. The findings show that maximum dropout were from backward classes. The main causes of dropout were illiteracy of the parents, poverty, lack of interest, distance of school from home, unattractive environment of the school, indifference of teachers, irrelevant curriculum, lack of physical facilities like water and sanitation etc. in school.

Jangaiah, C. (1994). The objectives of the study were to know the type of cognitive styles functioning in primary school children and ascertain whether individual differences in cognitive styles exist among the primary school children. Findings show that: (1) Majority of the children was found to be field independent with high internal locus of control. (2) Children who are more field independent and have greater internal locus of control exhibited better writing skills. (3) Children with better socio-economic background are better disposed to have internal locus of control. (4) Gender has no significant influence in this regard. (5) On the cognitive style front socio-economic factors are lying low to a greater extent. (6) Age and types of school have significant influence on emergence of field-independence among children. (7) The types of school have optimal influence on the overall development of children.

Nessa, S.M. (1995) A study was described the factors affecting academic achievement of Bangladeshi Primary School Children of Dhaka City. An analysis of correlation indicates that out of eleven 'Home and Individual Variables'; father's education and occupation, mother's education, creativity, tutor are correlated with academic achievement almost in each grade and in both types of schools. Other variables such as father's income, mother's

occupation, nutritional level, and motivation contributed only in one grade. Mother's income did not contribute in any of the grades. When school variables were taken into account, significant correlation was found between certain variables and academic achievement. These variables were staff composition, evaluation procedure, teacher's qualification, physical facilities, equipment for cultural programs, library facilities. The non-significant variables were: teacher's experience, instructional materials, teaching method, co-curricular activities. The difference between the means of the top three schools and the bottom three schools were significant in the cases six out of ten variables. These are staff composition, teacher's qualification, evaluation procedure, physical facilities, library facilities, and equipment for cultural program. It was also found that the high achievers were taught by parents, while the low achievers were taught by private tutors.

Singh, Jaspal (2002) The primary objectives of the investigation was to study the progress of primary education in Amritsar district in terms of the status of Minimum Level of Learning (MLL) and the impact of the Operational Blackboard (OB) scheme on primary education. The results are clearly indicative of the fact that the students of I to V standards studying in government primary school and government aided primary school were not able to learn minimum competencies in the subjects of Punjabi, Mathematics and Environmental Studies respectively after the implementation of OB scheme. Academic achievement level of the students of government primary school and government aided primary school differs. Achievement of the students in MLL were taken as the basis for comparing their academic achievement which showed that the mean scores computed from the marks secured by the students of I to V standards studying in government aided primary school in the subject's of Punjabi, Mathematics and Environmental Studies were approximately double as compared to the mean scores in the same standards and subjects of the students studying in government primary school. The CR of all the subjects was significant 0.01 level. Government primary school and government aided primary school differ in respect of infrastructural facilities and teaching-learning material, government aided primary school were found to be better equipped as compared to government primary school.

Likoko, mutso, nasongo (2013) find out that the rapid emergence of private primary teacher training colleges had a negative impact on quality of teacher preparation. These institutions were faced with challenges such as; lack of adequate facilities like libraries and inadequate instructional materials. These factors continue to have negative effect on

the quality of graduate produced. They suggest that teacher quality has long been and will continue to be an important issue to parents, educators and policy makers and to extent therefore, there will be need for legislation framework to be enacted to act as a watch dog over the teacher preparation programmes across the nation.

2.10 Major Observation:

2.10.1 Studies Based on Efficiency, Effectiveness and Quality in Elementary Education:

Researcher reviewed twenty three studies based on efficiency, effectiveness and quality in elementary education conducted in India and Abroad. Out of the total twenty three studies, nine studies were conducted in India and fourteen studies were conducted in abroad. From the above studies it can be observed that some of the researchers used various tools and techniques to justify their research work. Findings revealed that the poverty and illiteracy of parents and guardians, un- trained teachers and lack of basic facility effecting the growth of free universal compulsory primary education in Bangladesh (Nurul Islam, A.K.M, 1983); Children from nuclear families were more field, independent as compared to their counterparts from joint families. Age, gender, father's occupation, mother's occupation and family size were not significant variable for school performance (Buch, M.B. (1988) ; backward districts and talukas do not receive any preferential treatment while making the facilities available. Quality and cost efficiency of Govt. funded schools needs to be greatly improved. Sathyabalan, V. (1993) and Geeta Gandhi kingdom (1996); The size of schools and teacher pupil ratio were the major influencing factors of unit cost. Qualification of teachers was found to be positively related to the cost-effectiveness of schools. However, length of experience and training of teachers were not related positively at significant level with cost-effectiveness. Urban teachers participated in different service education programmes as against rural and tribal teachers. Urban teachers had a negative attitude towards teaching profession. Sharma, S. (1995) ; Sharma (1996); Teaching-learning time is not utilized efficiently in primary schools. Education policies and management processes - misallocation of resources school based factors household based factors are behind such inefficiencies and there is no clear linkage can be found between school autonomy and school efficiency and the differences in the level of educational effectiveness occur at the individual school level. Abagi O. and Odipo G. (1997);

ANTRIEP (2000); Lumpa (1997). Tyagi, Yadav and Singh (2001) assesses the technical efficiency and efficiency differences among 348 elementary schools of Uttar Pradesh state in India by a linear programming based technique, Hermann Z. and Horn D. studies found that small settlement schools do not provide education of inferior quality, they are not worse than their larger city peers after adjusting for socioeconomic status and exogenous constraints, measured by distance from closest academic schools, yet the major gaps in unadjusted performances still call for major changes. The students' characteristics and family environment the distance to school, gender of pupil, gender of household head and total average amount of school dues paid by students are the main factors affecting efficiency Rassouli-Corrier (2007); Okumu et. al. (2008); Mehrotra and DelaMonica (1998).

2.10.2 Studies Based on Institutional and Academic Culture in Elementary School:

Researcher reviewed eleven studies based on institutional and academic culture in elementary school conducted in India and Abroad. Out of the total eleven studies, six studies were conducted in India and five studies were conducted in abroad. From the above studies observation made that Insufficient Numbers of Supervisor, actual schooling processes effect academic culture. Mohanty K.C.; (1991) Thapan's (1991); It also observed that clear mission statement, shared vision, and school wide goals promote increased student achievement. Thacker, Jerry L. and McInerney, William D. (1992); it is also found that activity-based Teaching method, classroom instructional practices, strong leadership, principal and teacher behavior helps to decrease of dropout ratio. Sarojini, S. (1993); Leonard (1997) Adams (2000, 1998) Charg (2001) Clarke (2001) Donna (2005Almeida (2005).

2.10.3 Studies Based on Physical Facility, Academic Facility in Elementary School:

Researcher reviewed eight studies based on physical facility, academic facility in elementary school conducted in India. From the above studies it is observed that Less adequate administrative machinery, not have necessary infrastructure, had faced shortage of space; this basic facilities related and social factors responsible for the non enrolment, non-attendance and wastage. Das, R.C., (1979) ; Bhrgava, S.M. (1990) ; Buch and Sudame (1990); Godika, S. (2005) . The other side of good primary education system is there is a Municipal Corporation who was very much conscious about providing building for Primary Schools. It is also observed that trained teacher made considerable difference in

terms of teaching style and classroom management, Better physical facilities and proper use of teaching aids were found desirable for good results. The DPEP interventions made a positive impact on enrolment, retention, completion rate of student in primary education in DPEP districts. Govinda and Varghese (1991); Choksi, R.J. (2003) ; Barath, C. (2005) .

2.10.4 Study Based on Support System: Like Incentives, Mid-Day Meal etc.:

Researcher reviewed fifteen studies based on support system: like incentives, Mid day meal etc. in elementary education conducted in India. From the above studies it is observed that incentives like mid day meal, scholarship, textbooks and stationery, free exemption, free uniform are found positive impact on primary education and are able to boosting growth rate of enrolment had increased and the dropout rates declined. Sharma (1976); Govinda (1980) Saxena and Mittal (1985); Rajan and Jai Kumar (1992); (PROBE) (1999).The remarkable sign of mid day meal programme is, it helps improve the nutritional status of children, socializes them and helps them to shed class inhibitions. Saxena; Singh and Gupta (1996); Malhotra, (1997-98). It is also observed that the educational performance of girl-children was better in well nourished nutrition grade than girl-children in moderately undernourished nutrition grade and undernourished nutrition grade. Patankar, P.S. (2000) ; Jean Dreze and Goyal (2003); Gangadharan (2006) IIM (2007).

2.10.5 Studies Based on Community Participation in Elementary School:

Researcher reviewed eleven studies based on community participation in elementary school conducted in India and Abroad. Out of the total eleven studies, sevan studies were conducted in India and four studies were conducted in abroad. From the above studies it is observed that governments cannot provide the community with adequate educational delivery, fully-equipped school buildings, and a full range of grades, teachers and instructional materials. This triggers the emergence of collaborative model. Williams (1994). The community provides financial and material support to the school a meaningful role in school governance. The results revealed that there is a positive relationship (r=0.898) between the community participation and the school effectiveness. Mehrotra (1995) Heneveld and Craig (1996) ; Kumar S., Patel R.C., & Mehta A. (1999) . the positive side observed with community participation is that Educators can instruct, serve as role models and provide various learning activities that are developmentally appropriated. Through open elections and members were actively participating when

personally invited. They performed quality work but their role in primary education is still far. Howard (2001); Sharma (2003); Patil, G.B. (2004) ; Taylor, (2006) Menon (2008) Sinha (2008) .

2.10.6 Studies Based on Job Satisfaction among Teachers:

Researcher reviewed nine studies based on job satisfaction among teachers in elementary education conducted in India and Abroad. Out of the total nine studies, one study were conducted in India and eight studies were conducted in abroad. From the above studies it is observed that teachers job satisfaction effects directly on primary school education. Cheng (1993) Alexis-Boyd (1998) ; Arnold-Massey (2006) Mawhiney, L. (2007). Job satisfaction level of teachers who work at private educational institutions is higher than teachers who work at Public schools. Teachers who are more Job satisfied are highly accountable towards their Job and who are less job satisfied are less accountable towards their job. Mehmet Gursel Sonmezer and Mustafa Yunus Eryaman (2008); Muchhal.M.K, and Chand Satish (2010). The Compensation, Working Conditions, Social Status, and School Policies and Practices were the facets of job which contributed to low satisfaction. Lornah C. Nakera Sirima and Moses Wesangula Poipoi (2010); Safdar Rehman Ghazi et al. (2011) .

2.10.7 Studies Based on Academic Achievement of Students in Elementary School:

Researcher reviewed six studies based on academic Achievement of students in elementary School conducted in India and Abroad. Out of the total six studies, three studies were conducted in India and three studies were conducted in abroad. From the above studies it is observed that Academic achievement level of the students of government primary school is almost double than those of government aided primary School. Singh Jaspal (2002). The Significant correlation was found between certain variables and academic achievement. These variables were staff composition, evaluation procedure, teacher's qualification, physical facilities, equipment for cultural programs, library facilities. Nessa, S.M. (1995). It is also observed that Private primary teacher training colleges had a negative impact on quality of teachers and faced with challenges such as; lack of adequate facilities like libraries and inadequate instructional materials. Likoko, mutso, nasongo (2013). Due to lack of physical facilities and equipment maximum dropout ratio was found in backward classes; SIE, Uttar Pradesh (1986).

2.11 Implication for Study:

Researcher reviewed eighty three studies for proper understanding for the research work. After reviewing related literature in the field of elementary education, the major observation has been drawn.

Staff composition, teacher's qualification, evaluation procedure, physical facilities, library facilities and equipment for cultural programme are major factors which affect the academic achievement of Bangladeshi primary school children. (Nessa, 1994). It was also found that mother's education affect the academic achievement of children but mother's income level of students. Kenya national pupil-teacher ratio is low, about 31:1, completion rates have remained very low (less than 50 percents) for the last five years. Several factors are responsible for inefficiencies in primary schools of Kenya. Those are teacher's attitude, time utilization, school environment, poverty, socio-cultural factors and gender issues (Abagi & Odipo, 1997). Highest number of tribal schools faced problems related to students as compared to rural urban schools. Disobedience of Headmaster was many more times more in tribal schools than in rural and urban schools. Highest numbers of tribal pupils found their teachers indifferent and punitive (Sharma, 1995). The students of I to V standards studying in government primary and government aided primary school were not able to learn minimum competencies in subject of Panjabi, mathematics, and environment studies respectively after Implementation of OBB scheme (Singh, 2002). Gram Shikshan Samiti understands its' role in Universalization of primary education, besides that very few Gram Shikshan Samiti performs quality work. (Patil, 2004) 29.1 % of primary schools were situated in open space in 'slum area' of Jaipur. In relation to availability of facility, basic physical resources, games materials and food for lunch was in abundant (Godika, 2005) The DPEP interventions made a positive Impact on enrollment, retention, and complication rate of students in primary education in DPEP districts (Barath, 2005). The availability of schools choice options, measured by the distance from the nearest academic school, increases the performance of schools. (Hermann & Horn, 2005) 6 to 8 years long academic schools with more qualified teachers perform better compared to 'normal' 8 years long primary schools. The small settlement schools do not provide education of inferior quality. (Hermann & Horn).

From the review of studies the following implications can be drawn.

1. The researches on efficiency of school are less.

2. Many school related factors affect academic achievement of primary students.
3. Teacher qualification, staff composition affects academic achievement of the students. (Nessa, 1994; Hermann & Horn)
4. Evaluation procedure, physical facilities, library facilities and equipment for cultural programme are the factors which affect the academic achievement of primary school children. (Nessa, 1994)
5. Teacher's experience, availability of instructional materials does not affect academic achievement of students. (Nessa, 1994)

Considering these implications a need to conduct the research on factors which affect efficiency of elementary school has been felt by the researcher.

After reviewing various studies conducted in India and abroad the researcher has listed out various techniques which are as follows.

1. Inter-co-relation matrix
2. Mann witness U-Test
3. Logistic model Analysis
4. Principal Component Method
5. Reconstructed Cohort Method
6. Non-Para matrix Techniques of DEA
7. Ethnography Method
8. Heiders Balanced Theory

The above statically and theoretical methods were used by various investigators and studied the effectiveness, efficiency and quality of primary education. Observations show that the selected methods were help for understanding the co-relation between academic achievement and physical, academic facility. As far related to present study No, study has been found very less to co-relate the output variables with the input variables. The investigator feels that the present research work is justified on the ground, that in our country very few studies have so far been undertaken pertaining to internal efficiency and cost-effectiveness at elementary school level. On the other hand, to the best knowledge of the researcher, no study conducted to examine internal efficiency at primary schools using true cohort method which is considered as best technique for calculating internal efficiency of a school system. Moreover, except two seminar research papers, no research study has been conducted to examine internal efficiency and cost effectiveness at

elementary level. It is also a fact that a good number of interventions have been given in our country for qualitative improvement of elementary education under Sarva Siksha Abhiyan. There are many studies conducted on status of infrastructure facility of elementary school. But vary less effort has been made to examine them systematically with the output of elementary education and internal efficiency of elementary school. Hence, the present study is timely and relevant. The findings of different studies that have been reviewed above give the present investigator an ample opportunity and sufficient scope for designing a systematic plan, formation of objectives, defining key words, identifying sources of data, construction of tools for data collection and having a worthwhile starting for the present study. It is realized that sincere and careful study of the published and unpublished literature has made this research endeavor more meaningful and this has guided the investigator to serve the purpose of the present investigation.